DOCUMENT RESUME

ED 392 729 SO 026 058

TITLE	Today's Heroes in the Classroom: Linking Service with Learning.
INSTITUTION	Points of Light Foundation, Washington, DC.
SPONS AGENCY	Hitachi Foundation, Washington, DC.
PUB DATE	[90]
NOTE	19p.; For other booklets in the series, see SO 026 057-060.
AVAILABLE FROM	Points of Light Foundation, 1737 H Street, N.W., Washington, DC 20006 (videotape also available).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Citizen Participation; *Citizenship; *Community Cooperation; Community Programs; *Community Services; School Community Relationship; Secondary Education; *Service Learning; *Social Responsibility; Social Studies; Urban Improvement

ABSTRACT

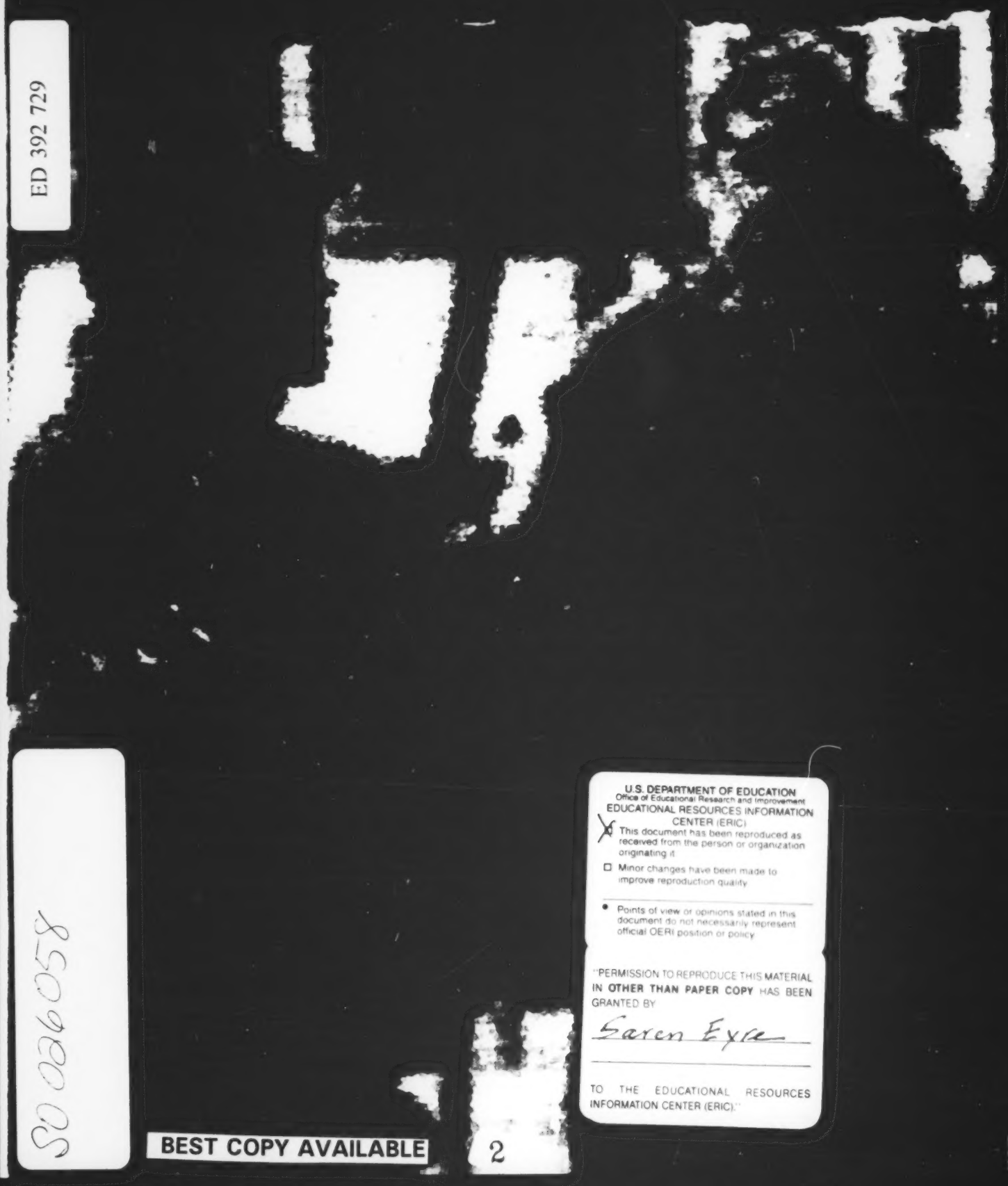
This handbook accompanies a videotape which shows teenagers stressing community involvement, motivation and the rewards of community action. The booklet is to assist agencies and schools in developing coalitions for youth engaged in community service, to help build better citizens and healthier communities. The booklet is divided into: (1) "Introduction"; (2) "Four Young People Making a Difference"; (3) "So What Is Service Learning?"; (4) "Core Elements of Effective Service-Learning Projects"; (5) "Service-Learning: What It Looks Like"; (6) "Suggestions for Educators: Using Today's Heroes in the Classroom"; and (7) "Resources." (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TODAY'S HEROES IN THE CLASSROOM

LINKING SERVICE WITH LEARNING

ED 392 729



SO 026 058

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Saren Eyre

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Dear Educator:

Since 1990, thousands of organizations and communities have used the *Today's Heroes* video to inspire young people to take action in their communities. These youth have risen to the call, joining with others of all ages to address the serious issues that face every neighborhood in this country.

In the video, four teenagers describe their community involvement, motivation, and rewards of community action. Their adult "allies" — teachers, parents, staff of community organizations — discuss their roles in helping the teenagers turn their visions into reality.

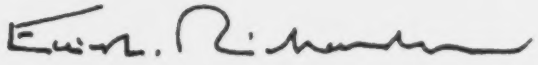
The Hitachi Foundation is pleased to join with The Points of Light Foundation and the National Youth Leadership Council to present this series of resource guides to help you make the best use of *Today's Heroes*.

These guides — designed for youth leaders, K-12 and college educators, and community leaders — help young people translate inspiration into effective action, through training, preparation, reflection, and celebration of their community involvement.

We hope you find these materials useful, and we welcome your comments on their impact and use in your efforts.

Thank you for your commitment to youth and to healthy communities.

Sincerely,



Elliot L. Richardson
Chairman
The Hitachi Foundation

INTRODUCTION

Young people feeding the homeless...young people painting over graffiti...young people tutoring younger students...young people building bridges between students of different races, backgrounds and beliefs...young people actively making a difference, giving their time and energy to improve the health and vitality of their communities. These are the images you see in the *Today's Heroes* video—young people engaged in community problem-solving.

As demonstrated in the video, educators play an important role in the lives of youth, both their activities inside and outside of school. Educators serve as teacher, facilitator, mentor, role model and play a significant role in providing opportunities for young people to learn and grow. Pedro's teacher in the *Today's Heroes* video served as a strong advocate for him and assisted him in making the transition from gang involvement to community service, a transition from negative influences to positive outcomes. Hope's teacher provided support and guidance to her as she acted as a teacher's aid with remedial students.

The success experienced by the four young people in the *Today's Heroes* video is not unique. Everyday, thousands of young people are actively engaged in addressing some of our nation's most serious social problems. Statistics provided by the Independent Sector (1992) show that 61 percent of young people ages 12 to 17 are volunteering an average of more than three hours per week. While teens made up the largest pool of youth volunteers, young people of all ages are willing, ready and able to get involved in their community.

Educators and schools are beginning to recognize the power of service as part of a young person's education. That you can utilize service as a way to help young people learn. This concept is called **service-learning.** Service-learning makes deliberate connections between classroom learning and the outside community. It extends the walls of the classroom beyond traditional school boundaries to include nursing homes, rivers and parks, and homeless shelters. It is a powerful method of instruction in the education of youth — it has the potential to foster the personal, social and intellectual growth of young people.

But how do you as an educator develop service-learning opportunities for your students? What kind of support and guidance do you need to provide for young people in order for them to learn and grow from service experiences? What are the objectives and components of a successful service-learning program? How can you adapt successful efforts which link the classroom and the community in your own school?

This guide, in conjunction with the *Today's Heroes* video, can assist you in answering these questions. The guide provides information on the concept of service-learning and what it looks like in the classroom. It also provides ideas of how you can use the video as a tool to work with your students.

This guide is for educators of middle to high school aged youth who want to introduce the concept of service and service-learning to their students. Whether you have moderate, little or no experience, it should be helpful in planning service projects with youth.

- Use the "So What is Service-Learning" section to stimulate discussion among your peers about service-learning and its use as a teaching methodology.
- Use the activity and reflection sheets and "Suggestions for Educators" section to guide your use of the *Today's Heroes* video in the classroom.
- Use the "Discipline Specific Ideas" section to spark ideas about how you might connect service to the curriculum.
- Use the "Models of Service-Learning" to assist you in developing service-learning projects in your class or school.
- Use *Today's Heroes in Your Community* and *Pivotal Force: The Power of Youth Allies* as additional resources to develop service-learning opportunities for youth.

The four young people in the *Today's Heroes* video represent the good news about America's young people and convey the message that community service is available to all people, regardless of race, age, gender, socio-economic status, or academic achievement. They are a few of Today's Heroes. Here are their stories:

Pedro P. Reyes, Los Angeles, California

Pedro immigrated to California from Mexico when he was seven years old. Despite an inability to speak English fluently until high school, pressing financial needs as the eldest son of a large inner-city family, and former membership in an East Los Angeles gang, Pedro has made it a priority to volunteer.

He initiated a Welcome Buddy program which helps newly arrived immigrant students adjust to school and life in this country. Pedro has also been credited with persuading many potential dropouts to stay in school and served as a Los Angeles Conservation Corps Clean and Green Leader. Through community service and Youth Leadership for Action, he has provided outstanding service to the Braille Institute, the Los Angeles Children's Museum, the Youth Art Center, and other organizations.

Anthony M. Winnicker, Lansing, Michigan

Tony combines compassion and leadership to help others become the best they can be. He has organized campaigns to help the hungry, which generated school spirit and raised $3,000 in contributions. He has been an outstanding fundraiser for Muscular Dystrophy, and he was instrumental in getting his fellow students to join him in sponsoring a Third World child.

Tony helped create the Lansing High School Volunteer Job File, a program that matches high school students with seniors citizens in need of assistance. He has also spent a great deal of time working with The Harvest House, a downtown center for the homeless, where he and his classmates have raised money, bought and served food, and spent time with people who needed a friend.

Juanita Irving, Washington, D.C.

Juanita has a deep, moral commitment to her community. Growing up in one of Washington's inner-city neighborhoods, she understands first-hand the importance of offering help and encouragement to young people struggling to maintain the dream of a life beyond the streets. Her tireless work with the "I Have A Dream" program has made the difference in the lives of many young people.

Juanita brought this commitment and concern to her predominately white private high school where she revitalized and ran a multi-cultural organization called SHADES. Thanks to Juanita's efforts, SHADES is now a respected and influential forum for students to discuss and resolve the many racial and ethnic issues that affect the school, as well as a source of volunteer projects that encourage students of all backgrounds to work together to foster racial unity in the school.

Outside of school, Juanita has volunteered at a home for the indigent mentally ill and criminally insane. She is also a big sister for the Sasha Bruce House for runaways, a nursing home companion, and a volunteer for the Special Olympics.

Hope Miller, Eure, North Carolina

Hope grew up in a small rural community with limited opportunities for youth, but she was determined to get involved in her community. She has spent nine years with the local 4-H club focusing on projects with disaffected, high-risk youth and handicapped young people. She has raised and trained guide dogs for the blind and educated her community about the independence guide dogs provide for the visually impaired.

Hope was instrumental in organizing a 4-H Club for multi-handicapped elementary school children. Through her creative use of puppets, she taught elementary school children about their peers with disabilities. Hope has also spent a great deal of time as a dedicated member of Students Against Drunk Driving, and as a peer counselor for the Mentors and Adolescent Pregnancy Program. As part of her senior year student leadership class, Hope worked successfully with a class of remedial junior high school students, many with learning disabilities and emotional difficulties.

SO WHAT IS **SERVICE-LEARNING?**

Service-learning, as defined by the Alliance for Service-Learning in Education Reform, is a methodology by which young people learn and develop awareness and skills through active participation in thoughtfully organized service experiences that:

- meet actual community needs;
- are coordinated in collaboration with the school and community;
- are integrated into each young person's curriculum;
- provide structured time for a young person to think, talk, and write about what she/he did and saw during the actual service activity;
- provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their communities;
- enhance what is taught in the school by extending student learning beyond the classroom;
- and help to foster the development of a sense of caring for others.

Service-learning can be a difficult concept for people to understand. Many people have had personal experience or prior knowledge about community service and volunteerism. They immediately think service-learning is the same as volunteerism and get excited about the developmental benefits of such a program: empathy, moral development, an ethic of service etc. There are, however, some key distinctions between community service and service-learning.

Key Definitions: Commonly Used Terms in the Service Field

Everyone seems to use a different term when they talk about youth involved in service to their community. While these terms may overlap, they each have a different emphasis.

Volunteerism - At its core, volunteerism refers to individuals who of their own free will and without payment, perform services for others. Volunteer Centers, Boy/Girl Scouts, 4-H, and religious youth groups are popular organizations through which young people volunteer.

Community Service - Broadly defined, community service is work without pay in the community. Some people use it as a general term similar to youth service. It can also be used to refer to court-ordered or alternative sentencing programs.

Service-Learning - Youth are involved in helping others, but particular emphasis is placed on the learning that occurs through the service. Service is often connected to classroom learning and students may receive academic credit for their participation.

Community-Based Learning - This is a term for any learning experience which occurs in the community. Common forms of community-based learning include internships and apprenticeships. Service-learning is considered a specific kind of community-based learning.

Study-Service - This is another name for service-learning used by people who feel study service appears more academic than service-learning.

Experiential Education - This is the broader term for various educational approaches that emphasize learning by doing. It includes service-learning.

Youth Service - An umbrella or general title for all of the above programs. It can include community service, peer helping, service-learning, etc. When individuals talk about the youth service movement, they are referring to all approaches which utilize young people as resources.

Service-learning is the only method that blends both service and learning goals in such a way that both occur simultaneously and are enriched by each other. Service-learning projects emphasize both sets of outcomes for students, the service and the learning, and projects are designed accordingly.

Service-learning is also a powerful approach for meeting the developmental needs of youth. It promotes their personal, social and intellectual growth. Service-learning provides young people with a sense of civic responsibility and opportunities for career exploration. There are specific benefits in these developmental areas for youth participating in service-learning activities. They include:

Personal Growth

Youth experience increased self confidence and self esteem. They develop responsibility for themselves and their actions. Young people feel useful and operate from a set of personal values and beliefs.

Social Growth

Youth develop the communication, interpersonal and leadership skills that allow them to work cooperatively in teams. They feel a sense of belonging and acceptance with peers.

Intellectual Growth

Youth develop a positive attitude toward learning. Their critical thinking, problem solving and decision making skills are enhanced.

Citizenship

Youth develop a sense of responsibility to make contributions to society. They are aware of community needs and believe in their ability to make a difference.

Career Exploration

Youth develop reliable work skills including punctuality, consistency and regular attendance. They are able to test a variety of career possibilities and form contacts that may lead to future jobs.

CORE ELEMENTS OF EFFECTIVE SERVICE-LEARNING PROJECTS

Many educators, like Tony's teacher, have recognized the value and need to support young people's involvement in service. They have seen the powerful connection between classroom education and service. Listed below are components of a successful service-learning project.

Preparation

Students need proper guidance and support before they begin service-learning activities. They must understand the issues and needs of the community they are about to serve as well as the expectations of the agency they are working with. Students should begin by talking with community residents and agencies to identify the problems and issues facing the community. Once these problems are identified, students should develop projects that they would enjoy working on.

Preparation checklist

- Are community needs being met?
- Are volunteer roles and responsibilities clearly outlined for youth?
- Have you oriented and trained youth for their volunteer experience? (e.g., information on the agency or community the students are about to serve; skills needed for a particular task such as a AIDS Hotline)

Action

This is the actual service activity students will perform in the community. The service activity must meet real community needs and the students must play a leadership role in designing and delivering the service.

Action Checklist

- Have clear learning and service objectives been developed?
- Is the project designed around real community needs?
- Are the students, the school and agency representatives significantly involved in defining, designing, implementing and evaluating the service experience?
- Are the school and agencies involved committed to the service-learning project goals and willing to work in partnership to achieve them?
- Is the service developmentally appropriate, engaging and challenging for the student?

Structured Reflection

Reflection provides opportunities for students to think about and learn from their service experience. Students may keep journals to record their feelings about the service activities they are engaged in or they may participate in group discussions. Many of the developmental areas discussed earlier are enhanced by the reflection component. For effective learning, reflection must be an ongoing interactive process. Service-learning programs always include a strong reflective component where students utilize higher order thinking skills to make sense of and extend the formal learning experience.

Ideas for Reflection

Using the video is a great way to stimulate reflection before, during or after the service experience. Some other ways you might reflect:

Speaking

- one on one conferences with teacher
- whole class discussions
- oral reports to the group
- presentation on the project to parents, neighborhood groups, school board, etc.
- teach the material to younger students
- testimony before policy making bodies

Writing

- a journal kept daily, weekly or after each service experience
- write newspaper or magazine articles
- research paper on service experience and issue related to the experience
- case study or history
- develop a guide for future volunteers/ participants
- self evaluations or evaluation of the program
- narrative for a video or slide show

Activities

- gather information needed to serve or understand a project
- conduct a survey or field-based research
- conduct a simulation or role-playing activity
- conference or workshop presentations
- plan training session for other students or program leaders
- design a recognition or celebration activity
- recruit others to serve
- allocate program budget

Multimedia

- take photos, slides or video
- paint, draw or create collages
- dance, sing, play music or act out

Evaluation

Evaluation measures the impact of the learning experience and the effectiveness of the service in the community. Students should evaluate their learning experience and agencies should evaluate the effectiveness of the young person's service. Evaluation gives direction for improvement, growth, and change.

Recognition and Celebration

When students provide valuable services to the community their efforts need to be recognized. Taking time to celebrate youth accomplishments gives them a sense of value and usefulness. Young people feel they really can make a difference in their communities and believe adults see them as resources instead of problems.

Ideas for Recognition and Celebration

- Recognition gifts — tee shirts, certificates, pins, etc.
- Honor participants via appearance on television, radio, or write-up in local newspaper
- School or community event that honors the students — done publicly with officials and participants

Models of Service-Learning

Service-learning is most effective when integrated within the existing curriculum of the classroom. Educational institutions; however, have utilized several methods of integrating service-learning into their organizational structures. Some models are listed below:

Extracurricular

Service-learning activities at this level are voluntary. Students do not receive academic credit or time off from school. Instead there are service clubs where students get together and plan projects. Service projects are often implemented during non-school hours, occurring on the weekends or after school.

Profile: In the *Today's Heroes* video, Juanita Irving volunteers her free time after school in the St. Elizabeth's Hospital, a home for the mentally ill. Another of her favorite volunteer jobs is serving as a mentor to teenager, Tasha. Juanita spends time with her discussing the challenges that many teenagers like Tasha are facing (e.g. drugs, violence, teen pregnancy). Through her commitment to offer help and encouragement to young people in the inner city, Juanita has had a positive effect on many lives.

Curricular

At this level, service-learning integration complements course content. Educators assist their students in developing projects that fulfill the academic goals of the curriculum and meet real community needs.

Profile: Many inexperienced middle school students feel insecure and question their own ability to do service projects. In **A Christmas Carol/Homeless Unit** at Waseca Middle School, Waseca, Minnesota the objective was to take an existing part of the seventh grade curriculum and incorporate a service-learning component to create awareness, foster personal values, and promote action among students. Four disciplines participated in the unit: English, Math, Civics, and Science. To tie the project together the Service-Learning Coordinator created a committee of students, team teachers and community members to work on a homeless night event. The English teacher had student's read *A Christmas Carol* by Charles Dickens and later had students write letters to the editor about the homeless problem in rural Minnesota. In Math, the teacher used county statistics on adolescent homelessness to teach graphing skills. Students also planned Christmas dinners based on different budget restrictions. The unit culminated in a community and student homeless night, in which participants swapped a food shelf item or an anonymous Santa gift for a cup of soup. Participants were provided with boxes to construct shelters and coal burning barrels for warmth.

Mandatory or Elective Courses

Service-learning is a regular class in the academic curriculum and students receive academic credit. They spend time in class and at a field site where they perform the actual service activity.

Profile: At Webster Open School in Minneapolis, Minnesota, middle school students have the opportunity to create their own service-learning curriculum in an elective class called **Helping the World.** Students decide which projects they can implement that will best serve community needs. Some of the projects stimulated by this class include a food drive for neighborhood senior citizens, a clothing drive for the homeless, and an environmental awareness campaign to educate community residents about the effects of dumping waste in sewer drains.

Webster Open School also has a mandatory volunteer program in which students are required to participate in volunteer projects during the academic year. While many states have been debating this issue of requiring students to volunteer, educators at Webster Open School report that their students enjoy the variety of service experiences they can participate in. One of the students' favorite annual events is a trip to the Minnesota Zoo. Each middle school student is partnered with a kindergartner for the day and they explore the zoo together. This is the first full day

of school for the excited kindergartners and is an excellent way to teach responsibility to the middle school students.

School-wide Integration

At this level, service-learning is a school wide theme and it is often the focus of an entire school district. Service-learning is incorporated into the content of many courses. In fact, the school's curriculum is organized around addressing real issues in the community.

Profile: "Aamuu h tsu" ("For the Love of Mother Earth" in the Keres language) is a three year curriculum project that helps K-8 students in Acoma, New Mexico think like soil scientists, learn environmental concepts and develop a sense of social responsibility. Learning is both active and inquiry-based as students go into the community to study Acoma's history and collect soil profiles for analysis.

This curriculum was developed by Sky City Community School teachers in collaboration with parents and community group members. With service as the curricular focus, the curriculum includes outcomes ranging from identifying sand, silt and clay, to identifying soil profiles from different areas in the community and learning about burrowing mammals that contribute to the cultivation and preservation of soil.

Curriculum webbing relates the students academic disciplines to the concept of preserving the community. As "Aamuu h tsu" is carried out in the spirit of "si-vuu-dze" (everybody's work), older students share newly acquired knowledge with younger peers.

For principal Charlotte Garcia these concepts are a "natural outgrowth of core traditional values like communal living, self reliance and nourishing the earth. When we honor the ties that bind people to the spirits of their ancestors, we move one step closer to teaching students about the process of values formation in various cultures. At the same time, we provide a service to groups traditionally not well served by our education system."

Discipline Specific Ideas for Classroom Use

You may be asking yourself "how does this connect with what I'm teaching?" Below are examples of service-learning projects teachers and students from around the country are undertaking. Use these examples to stimulate projects for your classroom. Initiate a brainstorming session with your peers or with your students and add relevant activities to this list! Please share your stories with us on the enclosed evaluation form.

English Language Arts

To promote a love of reading, one teacher's 9th grade English class at Hamilton High School in Hamilton, Alabama, adopted a fifth grade class from a nearby elementary school. In addition to reading to the youngsters, the high school students performed scenes from short stories and rewrote a piece of classic literature in terms that the younger students could understand.

Other ideas: read works of literature concerning service related issues, then write essays connecting a service experience to the literary treatment of the subject; write letters to senior citizens; conduct a book drive; document the progress of service projects through a journal; read to senior citizens; write press releases for a nonprofit organization; respond to Santa letters.

Fine Arts

Art teacher Carolyn Hotle-Nelson, from White Bear Lake High School - North Campus, White Bear Lake, Minnesota provides students an opportunity to apply skills learned in art class while making a difference in their community. One example of how she has done this is **The Empty Bowl** project which focuses on world hunger. Students were required to make four ceramic bowls in class. As part of the class students held an "Empty Bowl Dinner" for community members. The dinner raised money and awareness around the issue of hunger. Each student donated a bowl they had made for the dinner. They also prepared and

served food for the dinner. The proceeds were donated to the local Food Shelf. Bowls were used to serve the meal and the ceramic gift bowl remained empty as a symbol of hunger in society. The project allowed students to explore the topic of poverty and discuss personal responsibility toward one another.

Other ideas: sing or play music at a local senior citizen home; organize younger students to do the same; develop a logo or t-shirt design for a local non profit; research and write plays around current events or community issues; help display public art in galleries or as part of local craft shows; create signs or paint a mural for the local community center or school.

Social Studies Civics

Fourth grade students at Schuylkill School, Phoenixville, Pennsylvania, studied the history of their town as part of their social studies curriculum. The project, **A Phoenixville Journey,** allowed students to learn about local history through research and personal interviews. The project resulted in a book on local landmarks which helped generate funds for the school. The students also developed a coloring book for younger students which provided details on the historical landmarks. The project encompassed a variety of academic objectives. "We were able to allow our students not only to design their own educational experience, but to record and preserve it in book form," reported Beverly Bonkoski and Florence Chapman, fourth grade teachers. "The students established a bond with the community that may stimulate our children to continue to preserve the tender reminders of our past and to help build a better future. We've never witnessed such determination on the part of our students to achieve a goal."

Other ideas: register voters and educate them about the democratic process; interview senior citizens to learn about life in another time in history; make a presentation about historical events to younger students; become conflict mediators in the school; write letters to foreign governments to ask for humane treatment of prisoners; make a presentation to the local government about an important issue in the community.

Health Physical Education

Students at Dewitt Clinton High School, New York City, New York provided health screening and information to their peers and the community. The students ran a screening clinic at the high school, checking for venereal disease symptoms, testing blood pressure and urine, measuring height and weight, taking temperatures and doing dental screening. They also provided training to community members at a variety of locations on how to prevent sexually transmitted diseases and what to do if you have one.

Other ideas: conduct an outdoor service project which requires vigorous exercise; intergenerational community games, festivals or activities; a fitness mentoring program; educate pregnant women about proper nutrition; coach younger children in a sport; help organize a walk-a-thon or bike-a-thon to increase community awareness of a community need and raise money for organizations related to this need.

Math

Students in Advance Placement Calculus classes at Menlo-Atherton High School in Menlo Park, California tutor other high school students for a minimum of ten hours each semester. The advanced math students are matched with students in Algebra classes who need extra help. Both the tutors and tutees keep tutoring logs, participate in a short project evaluation in the middle of the semester, and write final reflective papers on their experiences. Since the school has a diverse population of students, the math tutoring project provides opportunities for friendships between students who do not usually interact and promotes confidence in the ability to succeed with a difficult

subject matter. The project also strengthens communication skills and fosters common belief in the value of service to others.

Other ideas: graph poverty rates for homeless children and adults in the United States; design and build a house or a ramp for people with physical handicaps; help food banks or food co-ops with their monthly or quarterly inventories; calculate measurements and costs of supplies for a service project; help seniors with budgets and bill paying.

Science

Students at A.D. Harris Alternative High School in Panama City, Florida researched the sea life and environmental significance of nearby St. Andrews Bay. Based on their research the high schoolers produced a coloring activity book for elementary school children and presented a two week environmental program to first graders at the Jr. Museum of Bay County. As part of the two week program A.D. Harris students served as mentors to the first graders, instructing them and guiding them through the museum's exhibits. The exhibit included a boardwalk tour, a hands-on water experiment lab and a marine touch and feel presentation.

Other ideas: plant and cultivate a community garden; river or lake cleanups; develop a recycling program for the school; develop a guidebook for a local nature trail; conduct stargazer tours for the community; assist the local museum or nature center with their work; design bird feeders for the local nature center; adopt a stream or another body of water; perform energy audits; educate the public about local environmental concerns.

Foreign Language/World Languages

At White Bear Lake High School, White Bear Lake, Minnesota, the World Languages Department has integrated service into its curriculum in a variety of ways. Juniors and Seniors teach beginning Spanish to first graders in a "buddy" program. This peer tutoring experience allows students to work together towards a common goal. The first graders are taught basic grammar and simple phrases, vocabulary, and related activities including art projects, cultural rituals, food, songs, games and celebrations, map study and team scavenger hunts. Another class translates letters and other materials for members of the community as a service-learning project. This cooperative learning experience helps students use not only their Spanish language skills but also their English, computer, social studies and personal relation skills.

Other ideas: translate documents and application forms for non-English speaking members of the community; teach ESL to recent immigrants; assist recent immigrants with basic tasks such as getting phones, learning to use mass transit, or filing immigration papers; plan and make trips to other countries where service is needed.

SUGGESTIONS FOR EDUCATORS: USING TODAY'S HEROES IN THE CLASSROOM

Today's Heroes is a wonderful video for middle and high school youth. The message is positive, simple, and straightforward. It can be used as an introduction to community service and as a stimulus for creating interest in service-learning.

Before showing *Today's Heroes* to your class, think about outcomes for the students. For example, what do you want to accomplish by showing them the video?

After viewing *Today's Heroes*, many students want to know how they, too can become "heroes" in their own communities. Tell your class about the young people in the film. Pedro is a former gang member from Los Angeles who works to make the transition for young immigrant students to this country easier; Tony comes from the Midwest and is involved with the homeless; Juanita uses her experiences in her inner-city Washington, D.C. community to help other urban youth strive for a better life; and Hope is from a small rural town in the South and helps those with special needs.

Begin a class discussion using the activity and reflection sheets enclosed with this guide. These worksheets contain thought provoking questions that will aid your students in thinking about the concepts in the video and how they can develop a service project of their own to address community needs.

Conclusion

Service-learning is a powerful tool in the education of America's youth. It fulfills important developmental needs of youth. Youth who participate in service-learning activities develop positive self esteem, positive attitudes toward their communities and schools, and skills in dealing with others. These benefits can be achieved when there is adequate planning and preparation, meaningful service to the community (i.e. activities meet real community needs) and there is structured time for students to reflect on their service experience and how it connects back to the classroom.

Service-learning is also valuable to the community. Young people provide services that address the human, educational and health needs of the community. Schools and communities become active partners in developing young people as responsive and caring citizens.

So take a chance and help your young people become Today's Heroes in the Classroom.

A number of resources were pulled together to assemble this guide. Some are concrete and easily referenced; others are "handouts" floating around in files from conferences and workshops gone by. Credit is given wherever possible, and we extend our apologies to anyone we may have missed.

Keep in mind there are a number of "experts" in our field—people everywhere who are doing a great job building service-learning programs as a way for young people to learn. Service-learning is full of "borrowed material," and we graciously thank those who have shared their experiences. "Imitation is the sincerest form of flattery," they say. Well, imitate away... Here are some of the more tangible resources you may find helpful.

Local Resources

- Volunteer Center
- United Way
- Youth Organizations
- Library
- Junior League
- Urban League
- Special Olympics
- Scouts
- Big Brothers Big Sisters
- YMCA/YWCA
- 4-H Clubs
- SADD
- Nursing Homes
- Hospitals
- Humane Society
- Churches
- Local schools and universities

... the list goes on. If these organizations do not have your answers, they can probably direct you to someone who will.

Publications

The Adventure of Adolescence: Middle School Students and Community Service, by Catherine Z. Rolzinski, 1990. (Washington, DC: Youth Service America). Case studies of community and school based programs for middle school students.

Building Bridges: Teens in Community Service, by Eugene C. Roehlkepartain (Minneapolis, MN: RespecTeen, 1992). This brochure summarizes the value of teen involvement in community service. Available free of charge for use in workshops, conferences, or by individuals by calling (800) 888-3826.

Children as Volunteers: Preparing for Community Service (revised edition), by Susan J. Ellis, Anne Weisbord, and Katherine H. Noyes (Philadelphia, PA: Energize, 1991). If you want to include elementary-aged children in service, this booklet is a valuable guide.

Combining Service and Learning: A Resource Book for Community Service and Public Service, Volumes I-III, edited by Jane C. Kendall and associates (Raleigh, NC: National Society for Internships and Experiential Education, 1990). This three-volume collection of articles and case studies is indispensable for anyone serious about understanding the history, theory, and practice of service-learning. Volume I focuses on theory; Volume II on practice; and Volume III on resources.

Creating and Managing Partnerships for Service-Learning: A Guide for Service-Learning Coordinators, by Jim Pitofsky (Alexandria, VA: National Association of Partners in Education, 1994). This self-guiding manual takes you through awareness, needs assessment, goals and objectives, program design, partnership management, and other key issues in a service-learning partnership.

The Effective Management of Volunteer Programs, by Marlene Wilson (Boulder, CO: Volunteer Management Associates, 1976). A classic text on managing volunteer programs, including how to lead, motivate, plan, recruit, supervise, and evaluate in volunteer programs.

Everyone Wins When Youth Serve: Building Agency School Partnerships for Service-Learning, by Eugene Roehlkepartain (Washington, DC: The Points of Light Foundation, 1995). Highlights the power of creating service-learning opportunities for youth in agencies. Discusses service-learning, benefits of involving youth, agency concerns related to creating service-learning opportunities and first steps agencies can take to develop these kind of opportunities.

Facts and Faith: A Status Report on Youth Service, by Anne C. Lewis (Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship, 1988). This research report is an excellent summary of the impact, practice, and promise of service-learning.

Giving and Volunteering Among American Teenagers 12 to 17 Years of Age, analyzed by Virginia A. Hodgkinson and Murray S. Weitzman (Washington, DC: Independent Sector, 1992). Based on a survey by the Gallup Organization, this research report examines the practices, motivations, and experiences of young people who volunteer and donate to charitable causes.

Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum, edited by Rich Willits Cairns and James C. Kielsmeier (St. Paul, MN: National Youth Leadership Council, 1991). This collection of the "best of the best" in service-learning is a key resource for anyone interested in service-learning. It explores the principles and practices, as well as numerous case studies from schools across the country.

A How to Guide to Reflection: Adding Cognitive Learning to Community Service Programs, by Harry C. Silcox (Philadelphia, PA: Brighton Press, 1993). Silcox presents a clear framework for understanding different types of reflection and their role in service-learning.

A Kid's Guide to Social Action, by Barbara A. Lewis (Minneapolis, MN: Free Spirit Publishing, 1991). Give this book to youth who lead your service projects! It not only gives practical suggestions of ways youth can get involved, but it inspires with dozens of stories of how youth have made a difference in their communities.

Leadership and Management of Volunteer Programs, by James C. Fisher and Kathleen M. Cole (San Francisco, CA: Jossey-Bass, 1993). This general text details the skills, knowledge, and abilities needed to manage volunteers, based on the Association for Volunteer Administration Certification Competencies. The general guidelines can be applied to youth service-learning.

Learning by Giving: K-8 Service-Learning Curriculum Guide, by Rich Cairn with Theresa L. Coble (St. Paul, MN: National Youth Leadership Council, 1993). This binder overviews the elements of service-learning and its impact, then presents the nuts and bolts of building a service-learning program.

Learning Through Service, by Kate McPherson (Seattle, WA: Project Servant Leadership, 1989). A 24-page introduction to the concepts and practical issues in service-learning from one of the experts.

Maryland's Best Practices: An Improvement Guide for School-Based Service-Learning (Baltimore, MD: Maryland Student Service Alliance, 1994). Maryland is the only state to require service-learning for graduation. This guide, based on what schools have learned, provides practical ideas for engaging young people in school-based service.

The Power and Potential of Youth in Service to Communities, by Paula J. Beugen (St. Paul, MN: Minnesota Office of Volunteer Services, 1993). This manual presents the basic issues in youth community service from an agency perspective, including many examples of service programs in Minnesota.

Principles of Good Practice for Combining Service and Learning, by Ellen Porter Honnet and Susan Poulsen. The Johnson Foundation, 1989, Racine, WI, or call (414) 681-3328 for additional copies.

Profiles in Service: A Handbook of Service-Learning Program Design Models, by Brenda Urke and Maddy Wegner (St. Paul, MN: National Youth Leadership Council, 1993). This handbook presents five detailed case studies of service-learning partnerships as well as lessons learned from these efforts.

Route to Reform: Service-Learning and School Improvement (St. Paul, MN: National Youth Leadership Council, 1994). A compilation of more than 50 descriptions of effective service-learning projects, grades K-8, from Generator School and summer WalkAbout teachers.

Schools and Communities: Creating Places of Learning (Washington, DC: The Points of Light Foundation, 1993). This booklet introduces the concept of service-learning and how to create a service-learning environment in communities.

Volunteer Community Service Catalog (Washington, DC: The Points of Light Foundation, 1996). This catalog is packed with over 150 books related to non-profit and volunteer management, fundraising, and developing boards. Plus the catalog includes items for volunteer recruitment and recognition. To order contact The Points of Light Foundation at 1-800-272-8306.

Youth Service: A Guidebook for Developing and Operating Effective Programs, by Dan Conrad and Diane Hedin (Washington, DC: Independent Sector, 1987). These 72 pages are packed with the wisdom and experience of two of the pioneers in service-learning. Suggested worksheets and exercises make it a particularly useful planning guide.

Organizations

Activism 2000 Project
Information USA, INCL
PO Box E, Kensington, MD 20895
(301) 942-6303

Campus Outreach Opportunity League (COOL)
1511 K St. NW, suite 307
Washington DC, 20005
(202) 637-7004

Constitutional Rights Foundation
601 S. Kingsley Drive
Los Angeles, CA 90005
(213) 487-5590

Corporation for National Service
1201 New York Ave NW
Washington, DC 20525
(202) 606-5000

Independent Sector
1828 L St. NW
Washington, DC 20036
(202) 223-8100

Maryland Student Service Alliance
200 West Baltimore St.
Baltimore, MD 21201
(410) 767-0358

National Association of Partners in Education
Ideals Project
209 Madison St., Suite 401
Alexandria, VA 22314
(703) 836-4880

National Helpers Network, Inc.
245 5th Ave, Suite 1705
New York, NY 10016-8728
(212) 679-2482

National Service-Learning Clearinghouse
University of Minnesota
College of Education
R-290 Vocational and Technical Building
1954 Buford Avenue
St. Paul, MN 55108
1-800-808-Serv
E-mail: serv@maroon.tc.umn.edu

National Society for Experiential Education
3509 Haworth Drive, Suite 207
Raleigh, NC 27609
(919) 787-3263

National Youth Leadership Council
1910 West County Road B
St. Paul, MN 55113-1337
(612) 631-3672

The Points of Light Foundation
Youth and Education Outreach
1737 H Street, NW
Washington, DC 20006
(202) 223-9186

Quest International
1984 Cottman Rd.
Newark, OH 43055
(800) 837-2081

Youth Service America
1101 15th St. NW, Suite 200
Washington, DC 20005
(202) 296-2992

Youth Volunteer Corps of America
6310 Lamar Ave., Suite 125
Overland Park, KS 66202-4247
(913) 432-9822

This resource was developed by the National Youth Leadership Council and written by Sally Criticos, and Trisha Odoms and Cynthia Scherer of The Points of Light Foundation. We would like to thank the following people for their input into the development of this guide:

Pat Budd	Dan Conrad	Andrea Cyr	Steve Dibb
Gary Dohse	Joyce Eissinger	Joseph Erickson	Margo Fox
Glory Kibbel	Rick Nelson	Mary S. Noble, M.A.	RoseMarie Redmon
John Ruggerberg	Joy Gordon Stoller	Jim Toole	Pamela Toole
Ruby Anderson	Elena Yee	Jamal Watson	Brenda Holden
Judy Hogan	Mary Jo Dean	Bob Marston	Sara Gebhart
Christy Langan	Jenny Girard	Lois Vermilya	John Guffey
Roger Nozaki	Laurie Regelbrugge	Adam Woo	Susan Nicolai
Lizanne Fehsenfeld	Wokie Weah	Madeleine Wagner	Beth DeZie

National Youth Leadership Council Youth Board

Special thanks to the Maxell Corporation of America for donating videotapes for this project.

The *Today's Heroes* project is a partnership of the Hitachi Foundation, The National Youth Leadership Council and The Points of Light Foundation.

In November of 1985, Hitachi, Ltd. of Tokyo established The Hitachi Foundation in Washington, D.C. as a nonprofit, philanthropic organization with a mission to promote social responsibility through effective participation in a global society. With a $28 million endowment, the Foundation maintains a $2.5 million annual giving program, making grants nationally to U.S. nonprofit organizations for projects in education, community development, and global citizenship. Since 1985, the Foundation has awarded grants totalling more than $15 million.

The Hitachi Foundation

The Hitachi Foundation
1509 22nd Street, NW
Washington, D.C. 20037-1073
(202) 457-0588

...

Founded in 1983, the National Youth Leadership Council (NYLC) is a Minnesota-based, national nonprofit organization which works to integrate youth leadership and service-learning practices into elementary, secondary and post-secondary schools. The mission of NYLC is to engage and connect young people to communities and schools through innovations in learning, leadership, service and public policy.

NYLC
NATIONAL YOUTH LEADERSHIP COUNCIL

The National Youth Leadership Council
1910 West County Road B
Roseville, MN 55113
(612) 631-3672

...

The Points of Light Foundation is a nonprofit, nonpartisan organization committed to engaging the American public in volunteer community service. The Foundation's mission is to engage more people more effectively in volunteer community service to help solve serious social problems. Through its Youth and Education Outreach, the Foundation seeks to make this mission a reality for young people between the ages of 5 and 25.

POINTS OF LIGHT FOUNDATION

The Points of Light Foundation
Youth and Education Outreach
1737 H Street, NW
Washington, D.C. 20006
(202) 223-9186

BEST COPY AVAILABLE